

# Hartnell College

## Steps for Effective Student Transition from High School to College

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### English Assessment Scores

Assessment Code	Course Level	Course Name	Total	Percentage
1300	English 253	Fundamentals of Composition and Reading	968	47.15%
1400	English 101	Intermediate Composition and Reading	641	31.22%
1500	English 1A	College Composition and Reading	444	21.63%
Cumulative English Assessment Scores			2,053	100%

### Math Assessment Scores

Assessment Code	Course Level	Course Name	Total	Percentage
2200	Math 200	Arithmetic of Whole Numbers	528	24.35%
2300	Math 201	Pre-Algebra	310	14.29%
2400	Math 121	Elementary Algebra	470	21.67%
2500	Math 122/123	Intermediate Algebra	751	34.64%
2600	Math 10,12,13,16	Math for Lib. Arts, Number Systems, Elementary Stats, Finite Math	77	3.55%
2700	Math 10,12,13,16 & 24	Same as above + Trigonometry	18	0.83%
2800	Math 2, 25	Calculus for Managerial, Life and Social Sciences, Pre-Calculus	12	0.55%
2900	Math 3A	Analytic Geometry and Calculus I	2	0.12%
Cumulative Math Assessment Scores			2,168	100%

\*Assessment scores from Monterey County High Schools and Alternative Education

\*These figures are not course placement levels, Hartnell College uses multiple measure variables for exemption and course placement



1. Teachers, administrators and staff at the high school working closely with a team from Hartnell College reviewed the data and committed to increasing the test scores of students.
2. Teachers took the Accuplacer to get a firsthand view of the assessment.
3. Worked with California Assessment of Student Progress and Performance (CAASP) data to identify seniors who obtained a grade of “C” or better in both semesters of math/English classes to be enrolled in transfer level math/English courses at Hartnell College.
4. Used homeroom time to review Accuplacer practice test content and the format of the computer based assessment with students, typically 3 weeks in advance of the college assessment date.
5. During class time, teachers outlined how test scores and course preparation would determine the course sequences students would enroll in during their first year of college. Key learning objectives for students was to enroll in college level coursework and timeline to transfer to the university.
6. Teachers and counselors worked collaboratively to increase the number of seniors enrolled in a math class.



### EAHS Comparison of English Accuplacer Scores 2011, 2012, 2013, 2014, 2015, 2016

DATE	1A	101/ ESL 101	253/ ESL 265	TOTAL
<b>SPRING 2016</b>	<b>235</b>	<b>104</b>	<b>90</b>	<b>429</b>
<b>%</b>	<b>54.8</b>	<b>24.2</b>	<b>21.0</b>	<b>100%</b>

DATE	1A	101	253	ESL 101	ESL 125	ESL 145	ESL 155	ESL 165	TOTAL
<b>Spring 2015</b>	203	105	116	2				1	427
<b>%</b>	47.5%	24.6%	27.2%	.5%				.2%	100%

DATE	1A	101	253	ESL 101	ESL 125	ESL 145	ESL 155	ESL 165	TOTAL
<b>Spring 2014</b>	133	129	99				1	3	365
<b>%</b>	36.44%	35.34%	27.12%				1.10%		100%

DATE	1A	101	253	ESL 101	ESL 125	ESL 145	ESL 155	ESL 165	TOTAL
<b>Spring 2013</b>	85	93	103	1	2	1	1	1	287
<b>%</b>	29.62%	32.40%	35.89%				2.09%		100%

## Everett Alvarez High School Math Accuplacer Results Spring 2012, 2013, 2014, 2015, 2016 Comparison Chart

DATE	Exempt (SBAC 4)	10,12,13,16	122/123	121	200	201	Total
SPRING 2016	16	21	151	78	80	43	389
%	4.1	5.4	38.8	20.0	20.6	11.0	100

9.5%

DATE	2	3	10,12,13,16	122/123	121	200	201	Total
SPRING 2015	5	4	37	180	83	72	47	428
%		10.75%		42.06%	19.39%	16.82%	10.98%	100%

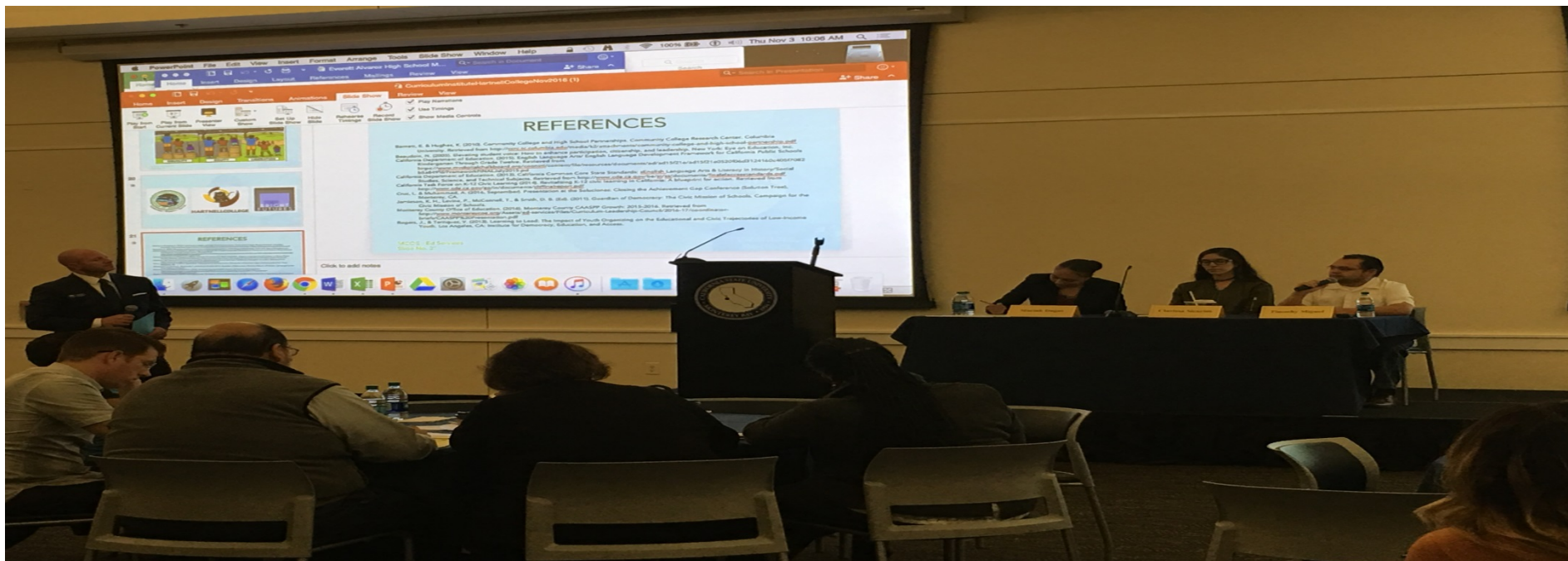
DATE	2,25	10,12,13,16	122,123	121	200	201	TOTAL
Spring 2014	5	33	156	75	58	38	365
%	1.37%	9.04%	42.74%	20.55%	15.89%	10.41%	100%

10.41%

DATE	2,25	10,12,13,16	122,123	121	200	201	TOTAL
Spring 2013	1	13	123	57	52	41	287
%	.35%	4.53%	42.86%	19.86%	18.12%	14.28%	100%

4.88%

- Hartnell College has hosted four “Curriculum Institutes” in the last two years.
- These Institutes are working sessions where English, English as a Second Language (ESL), math and Counseling faculty work to align learning objectives and services to ensure a more seamless transition for students. In addition, faculty and teachers receive professional development focused on Instructional practices the positively impact student learning.
- Formation of a learning community of high school and college faculty.





- Panther Prep Days is an early college preparation model program in which Hartnell College works with high school students to assist them in their transition to college months in advance of their actual enrollment. Panther Prep Days is a culminating event for our new incoming first time freshmen (high school graduates) and their parents.
- In April 2016, Panther Prep days 2016 was hosted:  
  
Friday, April 29<sup>th</sup> King City Campus – 307 students served, 17 parents participated.  
Saturday April 30<sup>th</sup> Main Campus- 724 students served, 260 parents participated.
- The following goals were accomplished during Panther Prep Days :
  - ✓ A Student Educational Plan was developed.
  - ✓ Students were fully registered for their 1<sup>st</sup> college semester.
  - ✓ Gained valuable information on academic programs and majors.
  - ✓ Involved parents in the transition from high school to college by offering a parent college.

